(13) As the top is reached, another operation is necessary to cap the peak of the roof. The two layers of grass require, when they meet, something to cap over them. This is done by laying down over the peak a rectangular frame of poles to form the base for the cap. The grass is then heaped up on this bed. It is held down by long rods of dwarf bamboo or miscanthus, forming a rough arch and running lengthwise. These rods with the grass underneath are sewn on to the ridge pole and the surrounding network of poles underneath with heavy twine or rope. Often also sharp sticks are placed cross ways. These are known as kansashi and derive their name from the pin used by Japanese women to fasten up their hair when they wear the traditional headdress. These sticks in fact perform this function; perhaps even better, they can be compared to the long hat pin. A thatched roof so constructed will last a long time, often 5 or 10 years, though it may be changed more often if damaged. Very often if the house has a thatch roof and the sides are made of a weak material, the house, including the roof is bound around with a heavy thick wire, cable or rope to protect it from typhoons. (Fig. 9 for a sketch of the roof). 342 335

The interior of the simple house which we have been describing is finished off in a simple manner with flooring and siding, also of cheap quality.

It may be added, parenthetically, that there are two different methods of laying the tile roof. In the hipped type, the tile slants from the roof to the eaves. The variant is the hipped type with a small gable. Occasionally, on the tile roof, an ornamental lion shaped terra cotta figure is placed for decorative purposes. 342 [532]

Tile is set over a foundation of long rods of small bamboo, dwarf bamboo or mature large size miscanthus. Rice straw is used to tie these rods together and to the frame. Mud, usually found in the yard and often containing considerable clay, is placed over this rod base and the tile is set so that the crests of the two pieces of tile which meet on the bottom are cupped by a tile on top. (Fig. 10).

5

Tools

Carpenters' tools are Japanese imports, although local blacksmiths make tools based on the Japanese design or repair them. The common tools are: 413 [439] [326]

(1) The plane (kanna in Japanese). The plane iron is set in a rectangular block of wood. In working wood, the plane is drawn toward the operator.

(2) A smaller plane

543 these matters. In township exhibits of arts and crafts, there are evidences of these skills, such as the training of a chrysanthemum, a favorite choice, but these are not part of daily life.

● 532 Yet there is evidence of artistic talent and interest which teachers and parents encourage in the young. Okinawan children draw [353] and copy well. It is not unusual to see an otherwise bare room of a poor farmer's home decorated with the paintings or drawings of a son or daughter. While clearly the work of novices, they often show feeling for line and color. School buildings, houses, and landscapes are the favorite subjects. Drawing skills come as no surprise because of the close relationship, in countries using the Chinese character, 815 of calligraphy and art. Teachers of drawing and art in the schools 212 are skillful in rapid sketching, and part of this skill must be the result of early training in the sequence of strokes and in writing the Chinese character with confidence and boldness.

535 Dancing and samisen playing are learned by imitation and self-533 instruction. Music is learned by ear, the dancing by observing the old 868 and skilled. Parents do not instruct their children in these arts; [562] they pick up the skill themselves. There are no village teachers nor do the schools teach native dances, songs, or samisen playing. (In recent years instruction books have been furnished when a samisen is purchased). Samisen playing is a monopoly of the men, many of whom also have a repertoire of traditional dances. These performers are always in demand on social occasions. Both old and young men dance, but only the old women feel free to do so. Seeing a seventy or eighty year old grandmother dancing at a party is commonplace, but I have never seen a young girl or a young woman in her thirties doing this. (Young girls and young women may participate in formal dances in processions and on holidays). Among the younger people, there is considerable interest, but little facility in American dancing.

532 Hanging scrolls (kakemono) are often purchased by the villagers. But these are dashed off affairs, following Japanese art conventions, such as the jolly Japanese patron saint, tigers, the bamboo-plum blossom-cherry triad, and the tirtle and the cormorant, etc.

181 One has the impression of latent talent in music, dancing, and drawing but that the cultural conditions have not been favorable to [533] their development. Social events and parties are unthinkable without [535] singing, dancing, and samisen playing. Good drawing and calligraphy [532] are admired. But none of these seem to be highly developed folk arts. [868] Possibly one reason is that the transmission of the skills has been purely imitative, and that a body of knowledge has not accumulated in [369] books, organised teaching, or through apprenticeship and hereditary occupations by which ideas can be improved upon by wider dissemination. [636] The cultural isolation of rural villages may have prevented the building up of a tradition in art and handicraft. Naha and Shuri, the historical cultural centers, have produced the fine examples of lacquer ware, ceramics, and paintings. Possibly also Japanese repression of the native culture has been the main reason. Whatever they are, the lack of advance-